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ABSTRACT

The writing learning objectives for ninth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) show knowledge of standard capitalization; (2) show knowledge of standard punctuation; (3) recognize correct spelling of commonly used words; (4) show knowledge of correct English usage; (5) show ability to distinguish complete sentences from fragments and/or run-ons; (6) show ability to proofread a written communication; (7) write a composition to describe an object or picture; (8) write a composition to tell how to do something; (9) write a composition in which two or more ideas/objects/places are classified and described; (10) write a composition in which a choice is made and reasons given in order to convince a specific audience; and (11) write a composition that discusses two opposing courses of action and convinces a specific audience to follow one of those courses. Sample test items are provided for each of the skill areas. (TJH)

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ED298162

Texas Educational Assessment of Minimum Skills

Writing Objectives and Measurement Specifications 1986-1990 Grade 9

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Texas Educational Assessment of Minimum Skills

Writing Objectives and Measurement Specifications 1986-1990 Grade 9

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Division of Student Assessment
Texas Education Agency
Austin, Texas

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 9 WRITING

List of Objectives

Skill Area: Mechanics

Objective 1. Demonstrate knowledge of standard uses of capitalization.

Objective 2. Demonstrate knowledge of standard punctuation.

Objective 3. Recognize the correct spelling of commonly used words.

Skill Area: English Usage

Objective 4. Demonstrate knowledge of correct English usage.

Skill Area: Sentence Formation

Objective 5. Demonstrate the ability to distinguish complete sentences from fragments and/or run-ons.

Skill Area: Proofreading

Objective 6. Demonstrate the ability to proofread a written communication.

Skill Area: Organization/Appropriate Response to Purpose and Audience*

Objective 7. Write a composition to describe an object or picture.

Objective 8. Write a composition to tell how to do something.

Objective 9. Write a composition in which ideas/objects/places are classified according to specified criteria and described.

Objective 10: Write a composition in which a choice is made and reasons that would support the choice and convince a specified audience are presented.

Objective 11. Write a composition which discusses two opposing courses of action and is designed to convince a specified audience to follow one of those courses.

* Only one objective in this skill area will be measured each year.

GRADE 9 WRITING

General Specifications

I. Test Items

A. Sentences used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list through Grade 9. Proper nouns and words explained in the text are excluded from this requirement.

B. Sentences will be of varying lengths and will not exceed 18 words in length.

C. Simple, compound, and complex sentences will be used.

D. Sentences will have content that is appropriate to the interests and experiences of ninth grade students.

E. Sentences will represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

F. The sentences and items will be free of stereotyping by age, sex, ethnicity, and geographical location.

II. Answer Choices

A. For each item, there will be four answer choices with only one correct answer.

B. Except where noted otherwise, all words in the items, including the answer choices, will be taken from the TEA cumulative vocabulary list through Grade 9. Proper nouns and words explained in the text are excluded from this requirement.

III. Test Package Format

A. The test will be printed in black ink on white paper.

B. Type size will be appropriate for ninth grade students.

C. Test items and their corresponding answer choices will appear on the same page.

D. Graphic displays and their corresponding test items and answer choices will appear on the same or facing pages.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: MECHANICS

Objective 1

Demonstrate knowledge of standard uses of capitalization.

Description of Test Items/Answer Choices

1. Four different word groups will be presented. Only one sentence will be correctly capitalized.
2. The correct sentence will illustrate correct capitalization of one or more of the following:
   a. the first word in a sentence,
   b. the pronoun "I,"
   c. names of persons,
   d. names of nationalities and languages,
   e. names of the days of the week,
   f. names of the months of the year,
   g. names of cities, states, countries, and particular places,
   h. titles of persons (limited to Dr., Mr., Mrs., and Ms.),
   i. names of holidays,
   j. capitalization of the salutation and the closing of a letter, and
   k. avoidance of unnecessary capitalization.
3. Incorrect sentences will illustrate one or more of the following errors:
   a. not capitalizing the first word in a sentence,
   b. not capitalizing the pronoun "I,"
   c. not capitalizing a person's name,
   d. not capitalizing the names of holidays, days of the week, months of the year, cities, states, countries, particular places, nationalities and languages, or the titles of persons,

e. not capitalizing the first word in the salutation and the closing of a letter, or

f. including unnecessary capitalization.

Example of Test Item

Choose the sentence (or part of a letter) that has the correct capitalization.

A	Our teacher asked Dr. Moore to explain the dangers of drugs.	(correct answer)
B	We visited mexico city for several days before going back to Austin.	(not capitalizing the name of a city)
C	Labor Day occurs in the Fall of the year.	(unnecessary capitalization)
D	We have russian friends who used to live in the Soviet Union.	(not capitalizing the name of a nationality)

SKILL AREA: MECHANICS

Objective 2

Demonstrate knowledge of standard punctuation.

Description of Test Items/Answer Choices

1. Four different word groups will be presented. Only one word group will be correctly punctuated.

2. The correct word group will illustrate the correct usage of one or more of the following:

   a. a period after abbreviations and at the end of declarative and imperative sentences,

   b. a question mark at the end of interrogative sentences,

   c. a comma between city and state, between items (words, phrases, or clauses) in a series*, after the salutation of a friendly letter, after the closing of a letter, or in setting off a noun of direct address; or

   d. an apostrophe in contractions and in singular possessives.

3. Incorrect answer choices will illustrate one or more of the following:

   a. omitting punctuation after abbreviations or at the end of a sentence,

   b. substituting a period for a question mark at the end of an interrogative sentence,

   c. omitting a comma between city and state, between words or phrases in a series*, after the salutation of a friendly letter, after the closing of a letter, or in setting off a noun of direct address,

   d. omitting or misplacing an apostrophe in singular possessives or in contractions,

   e. using unnecessary commas (e.g., between the subject and verb of a sentence), or

   f. using unnecessary apostrophes (e.g., in possessive pronouns).

* Students will not be tested on the use of the comma before "and" in a series.

Example of Test Item

Choose the sentence (or part of a letter) that has the correct punctuation.

A	Didn't you understand the answer to the subtraction problem?	(correct answer)
B	David likes eggs bacon, and pancakes for breakfast	(omitting a comma between words in a series)
C	Is it supposed to rain on Sunday.	(substituting a period for a question mark)
D	Ann please sit down so that the person behind you can see the play.	(omitting a comma setting off noun of direct address)

SKILL AREA: MECHANICS

Objective 3

Recognize the correct spelling of commonly used words.

Description of Test Items

1. The question will consist of a sentence containing a blank line to represent the word to be tested.

2. The word to be tested will exhibit regular sound-symbol correspondence.

3. The word to be tested will be selected from the TEA spelling list for Grade 9. Neither contractions nor homonyms will be eligible for testing.

Description of Answer Choices

1. Three incorrectly spelled versions of the missing word will be presented as well as the correctly spelled version of the word.

2. Among incorrect answers, the most common misspellings of the word to be tested will be presented.

Example of Test Item

Choose the correct spelling of the word that goes in the blank.

Patti sprinkled _____ on the rolls before she baked them.

A cinnamon (correct answer)

B cinamon (incorrect answer)

C cinammon (incorrect answer)

D sinamon (incorrect answer)

SKILL AREA: ENGLISH USAGE

Objective 4

Demonstrate knowledge of correct English usage.

Description of Test Items/Answer Choices

1. Four different sentences will be presented. Only one sentence will have no errors in English usage.

2. The verb conjugations that are used in the answer choices will be in the past, present, present perfect, past perfect, or future tense or in the continuous present or past tense (e.g., "is running," or "was running").

3. Each answer choice will contain no more than one usage error.

4. The correct answer choices will illustrate one or more of the following:

   a. correct subject-verb agreement in person and number with only minimal interruption between subject and verb,

   b. correct form for all regular and common irregular verbs,

   c. correct nominative forms of pronouns as subjects,

   d. correct comparative and superlative forms of adjectives,

   e. correct word choice, or

   f. avoidance of double negatives. (The use of "scarcely" and "hardly" will not be tested.)

5. Incorrect answer choices will illustrate one or more of the following:

   a. lack of subject-verb agreement,

      (1) a verb and its subject do not agree in number (e.g., "Her parents was members of that club.") or

      (2) a verb and its subject do not agree in person (e.g., "He don't answer the telephone very often.").

   b. incorrect conjugation,

      (1) an irregular verb is conjugated as if it were regular (e.g., "Yesterday I writed a letter to my aunt."),

      (2) the past tense is used as a past participle in a compound verb (e.g., "Phil is tired because he had ran for a long time."), or

(3) the past participle is used instead of the past tense (e.g., "He done it.").

c. use of the objective form of a pronoun as a subject (e.g., "Me and Johnny went to the show."),

d. incorrect comparative and superlative forms of adjectives,

(1) the comparative or superlative form shows a double comparison (e.g., "This is the more better of the two books." or "This is the bestest book.") or

(2) "er" or "est" is added to an adjective to form incorrectly the comparative or superlative (e.g., "On that day the sunrise was beautifuller than the sunset.").

e. incorrect use of homonyms or choice of words, or

(1) the wrong homonym is used in the sentence (e.g., "The corn was waste high.") or

(2) the wrong word is used in the sentence (e.g., "Do not leave the door slam shut.").

f. use of double negatives (e.g., "I don't never go shopping.").

Example of Test Item

Choose the sentence that is written correctly. Capitalization, punctuation, and spelling are correct in all sentences.

A	My cousin went to New Orleans to see the World's Fair.	(correct answer)
B	Me and him are working together on the science fair project.	(not using nominative form as a subject)
C	She don't know how to get to the party.	(the use of a double negative)
D	This morning I runned all the way around the lake.	(irregular verb conjugated as if regular)

SKILL AREA: SENTENCE FORMATION

Objective 5

Demonstrate the ability to distinguish complete sentences from fragments and/or run-ons.

Description of Test Items/Answer Choices

1. Four groups of words will be presented. Each group will begin with a capital letter and end with a period. One group will be a complete simple, compound, or complex sentence.

2. The correct answer choice will be the complete sentence. This sentence will follow normal sentence order (e.g., subject-verb-complement or subject-verb-modifier). Fragments will consist of brief phrases or word groups. Run-ons will consist of two independent clauses written as a single sentence.

3. An incorrect answer choice will be one of the following types of incomplete sentences:

   a. a word group with a subject but no predicate,

   b. a word group with a predicate but no subject,

   c. one or more prepositional phrases,

   d. one or more participial phrases and/or dependent clauses,

   e. two independent clauses with no period between the two, or

   f. two independent clauses with a comma and no conjunction between the two.

Example of Test Item

Find the one choice in each group that is a complete sentence (not a sentence fragment or a run-on sentence).

A	The sailboat race will begin tomorrow at noon.	(correct answer)
B	All the way up the mountain and back.	(prepositional phrase)
C	Arrived at the airport during the storm.	(predicate without a subject)
D	Trying to get to the lake before the traffic becomes heavy.	(participial phrase)

SKILL AREA: PROOFREADING

Objective 6

Demonstrate the ability to proofread a written statement.

Description of Test Items/Answer Choices

1. Four lines of text will be presented. Each line will be one test item. Following each line will be an answer choice labeled "no mistake." After the first sentence, only one other sentence may begin at the beginning of a new line.

2. The four lines of text will constitute a narration or a description.

3. No line of text will exceed 15 words in length.

4. Three parts of each line of text will be underlined. One part may contain an error in spelling, punctuation, capitalization, or usage. Only the errors defined in objectives 1, 2, 3, and 4 are eligible for testing. If one underlined part contains a mistake, the other two underlined parts will contain no mistakes.

5. An underlined part will include one or more words and/or numbers.

6. An underlined part will include no more than one error.

7. Underlined parts occurring at the end of a sentence will extend beyond the last word or number to indicate that the subsequent punctuation or lack of punctuation will be considered.

8. Underlined parts occurring within a sentence may extend beyond the words or numbers to indicate that the subsequent punctuation mark or lack of punctuation will be considered.

9. Whenever a date is tested, the entire date will be underlined.

0. Whenever a city and state are tested together, the entire group of words will be underlined.

1. Whenever a particular place is tested, the entire group of words will be underlined.

2. Whenever the title of a person is tested, the person's full name and title will be underlined.

Example of Test Item

Read each line of the passage. On EACH line, look for a mistake in spelling, punctuation, capitalization, or in the way a word is used. If you find a mistake in an underlined part, mark the letter of that part on your answer folder. If you don't find a mistake, mark answer choice D or H.

The sport of windsurfing become (A) popular (B) only recently. (C) Windsurfing is	No Mistake (D)
popular among people (E) who lives (F) along the Atlantic and Pacific coasts. (G) A	No Mistake (H)
windsurfer cansists (A) of a fiberglass board and (B) a sail mounted on a pole (C) or mast.	No Mistake (D)
To use (E) a windsurfer, hop on board (F) get the wind behind you (G), and sail away.	No Mistake (H)

SKILL AREA: ORGANIZATION/APPROPRIATE RESPONSE TO PURPOSE AND AUDIENCE

Objective 7

Write a composition to describe an object or picture.

Description of Test Items

1. The item stimulus will elicit a composition that has an informative purpose and is written in the descriptive mode.

2. The item stimulus will ask the student to describe an object or what he or she sees in a picture that is given. The specified audience will be appropriate school personnel, other adults, a classmate, "someone else," or a friend. Verbal cues that focus the student's attention on the object or picture will be given in the stimulus.

3. If a picture is given, it will consist of either a scene or a single object familiar to ninth graders. The picture will be either fanciful or realistic and must be relatively simple. Visual cues will be present that focus the student's attention on the task. No extraneous details will be included in the picture.

4. If an object to be described is not pictured, the object must be very familiar to all ninth grade students so that they can write about it.

5. The vocabulary needed to describe the picture or object that is given will not exceed that required of ninth graders, as defined by the TEA cumulative vocabulary list through Grade 9.

6. The item stimulus will appeal to the interests and experiences of ninth grade students.

Description of Successful Responses

The composition will have an informative purpose, be written in a descriptive mode, and respond in a manner appropriate to the specified audience. The level of expectation for student performance will be appropriate for ninth grade students.

1. The description should be specific and elaborated. The writer should describe a lengthy set of features elaborated through the use of figurative language and/or rich detail.

2. The description should paint a vivid picture of the object or scene in the mind of the reader by using picturesque words and/or sophisticated sentence constructions.

3. The response should be consistent in its organizational strategy. Usually the writer will select one feature and describe it fully before moving on to another feature. Frequently, the writer will include the locations of features described and delineate the relationship of one feature to another.

4. The response remains on topic from beginning to end and does not digress into an expressive/narrative piece. The writer may frame the description with narration or interject expressive elements, but these enhance the description rather than detract from it.

Example of Test Item

Pick one of the following foods and describe it for someone who has never eaten this food. The foods from which to choose are hamburger, spaghetti, steak, enchiladas, liver, mashed potatoes, or popcorn.

SKILL AREA: ORGANIZATION/APPROPRIATE RESPONSE TO PURPOSE AND AUDIENCE

Objective 8

Write a composition to tell how to do something.

Description of Test Items

1. The item stimulus will elicit a composition that has an informative purpose and is written in the narrative mode.

2. The item stimulus will ask the student to tell how to do something. The specified audience will be appropriate school personnel, other adults, a classmate, "someone else," or a friend. Verbal cues that focus the student's attention on the task will be given in the picture.

3. The item will include a pictorial stimulus, or it will specify a process that is to be explained.

4. If a pictorial stimulus is given, it will consist of a scene, a single object, or a series of pictures familiar to ninth graders. Visual cues will be given in the picture to focus the student's attention on the task.

5. If a specified process is to be explained, the process must be very familiar to all ninth graders so that they will be able to write about it.

6. The vocabulary needed to describe the picture or process that is specified will not exceed that required of ninth grade students, as defined by the TEA cumulative vocabulary list through Grade 9.

7. The item stimulus will appeal to the interests and experiences of ninth grade students.

Description of Successful Responses

The composition will have an informative purpose and be written in the narrative mode. The level of expectation for student performance will be appropriate for ninth grade students.

1. The composition should delineate the steps needed to complete the specified task and should sequentially order these steps.

2. Each step presented should be unambiguous, specific, and elaborated so that the step could be replicated by another individual.

3. The response should be consistent in its organizational strategy. A logical sequence of steps will be presented. Usually the writer will describe each step fully before moving on to another step.

Example of Test Item

Explain to a friend how you would apply for a summer job at a place you would like to work. Tell what you would do first, and then tell what other things you would do.

—9—

SKILL AREA: ORGANIZATION/APPROPRIATE RESPONSE TO PURPOSE AND AUDIENCE

Objective 9

Write a composition in which ideas/objects/places are classified according to specified criteria and described.

Description of Test Items

1. The item stimulus will elicit a composition that has an informative purpose and is written in the classificatory mode.

2. The item stimulus will ask the student to classify ideas/objects/places. Verbal cues that focus the student's attention on the task will be given in the stimulus. The specified audience will be appropriate school personnel, other adults, a classmate, "someone else," or a friend.

3. The item will include a pictorial stimulus, or it will simply specify the ideas/objects/places to be discussed.

4. If a pictorial stimulus is given, it will consist of a series of pictures of objects/places that are to be classified. These objects/places will be familiar to ninth graders. Visual cues that focus the student's attention on the task will be given.

5. If ideas/objects/places are merely described in the stimulus, they will be very familiar to all ninth grade students so that they can write about them.

6. The vocabulary needed to write the composition will not exceed that required of ninth grade students, as defined by the TEA cumulative vocabulary list through Grade 9.

7. The stimulus will appeal to the interests and experiences of ninth grade students.

Description of Successful Responses

The response will have an informative purpose and be written in the classificatory mode. The level of expectation for student performance will be appropriate for ninth grade students.

1. In the composition the specified ideas/objects/places should be classified in a logical way in response to the specified audience.

2. Information presented about the specified ideas/objects/places should be specific and elaborated.

3. The response should be consistent in its organizational strategy. Relationships between the ideas delineated should be clear.

4. The response remains on topic from beginning to end. When personal anecdotes or other rhetorical devices are used, they enhance the response.

Example of Test Item

Your principal is thinking about starting a program in which students at your school would help elementary school children with their schoolwork one day a week after school. Write a letter to your principal in which you state advantages and disadvantages of such a program.

SKILL AREA: ORGANIZATION/APPROPRIATE RESPONSE TO PURPOSE AND AUDIENCE

Objective 10

Write a composition in which a choice is made and reasons that would support the choice and convince a specified audience are presented.

Description of Test Items

1. The item stimulus will elicit a composition that has a persuasive purpose and is written in a descriptive mode.

2. The item stimulus will ask the student to make a choice and present convincing reasons for the choice to a specified audience. The specified audience will be appropriate school personnel, other adults, a classmate, "someone else," or a friend. Verbal cues will be given in the item to focus the student's attention on the task.

3. The item will include a pictorial stimulus, or it will simply specify options among which a choice must be made.

4. If a pictorial stimulus is given, it will consist of either a scene, a single object, or a series of pictures familiar to ninth graders. Visual cues will be presented to focus the student's attention on the task.

5. If the options among which a choice must be made are simply described in a stimulus, the options must be very familiar to all ninth graders so that they can write about them.

6. The vocabulary needed to write the composition will not exceed that required of ninth grade students, as defined by the TEA cumulative vocabulary list through Grade 9.

7. The item stimulus will appeal to the interests and experiences of ninth grade students.

Description of Successful Responses

The response will have a persuasive purpose and be written in the descriptive mode. The level of expectation for student performance will be appropriate for ninth grade students. In the composition, the student will make a choice among the options presented and will provide reasons for the choice that are presented in a logical, unified way and are convincing to a specified audience.

1. The response should contain sufficient elaboration of reasons to make them understood clearly and to be convincing in support of the writer's stated choice.

2. The response should contain a clear sense of order and completeness as evidenced by effective use of transitional, introductory, and concluding elements.

3. The response should contain highly effective word choice, such as striking words, phrases, or expressions of thought.

4. The response should be characterized by an overall fluency in the expression of ideas.

Example of Test Item

Your school has just received a sum of money from an unnamed donor. The school board has decided that the money should be spent to build either a new gymnasium, a new library, or a new science laboratory. Which one of these buildings do you think should be built? Write a letter to school board members and present reasons to convince them of your choice.

—9—

SKILL AREA: ORGANIZATION/APPROPRIATE RESPONSE TO PURPOSE AND AUDIENCE

Objective 11

Write a composition which discusses two opposing courses of action and is designed to convince a specified audience to follow one of the those courses.

Description of Test Items

1. The stimulus will elicit a composition that has a persuasive purpose and is written in the classificatory mode.

2. The item stimulus will ask the student to discuss two opposing courses of action and to convince a specified audience to follow one of these courses. The specified audience will be appropriate school personnel, other adults, a classmate, "someone else," or a friend. Verbal cues will be given in the stimulus to focus the student's attention on the task.

3. The item will include a pictorial stimulus, or it will simply specify the opposing courses of action to be discussed.

4. If a pictorial stimulus is given, it will consist of a scene, a single object, or a series of pictures that are familiar to ninth graders. Visual cues will be presented that focus the student's attention on the test.

5. The vocabulary needed to write the composition will not exceed that required of ninth grade students, as defined by the TEA cumulative vocabulary list through Grade 9.

6. The item stimulus will appeal to the interests and experiences of ninth grade students.

Description of Successful Responses

The response will have a persuasive purpose and be written in a classificatory mode. The level of expectation for student performance will be appropriate for ninth grade students.

1. In the response two alternate courses of action should be discussed, and convincing reasons should be presented to a specific audience for choosing one of these courses of action.

2. Information presented about the two courses of action should be specific and elaborated.

3. The response should be consistent in its organizational strategy. Relationships between the ideas delineated should be clear, and the persuasive tone of response should be apparent.

Example of Test Item

Your local airport has become too crowded. The airport, which is very close to the city, can be remodeled to meet minimum safety standards, or a new airport can be built 10 miles from town. This new airport would be larger and safer than the present airport. Discuss both courses of action, choose a position, and convince the mayor that your position is correct.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
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